

Sloan-C View

Perspectives in Quality Online Education

A Publication of the Sloan Consortium

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THE SLOAN CONSORTIUM
A Consortium of Institutions
and Organizations Committed to
Quality Online Education

University of Phoenix: A Pioneer in Online Education



Craig Swenson, *Provost and Senior VP for Academic Affairs*
Donna Myer, *Director, Academic Projects*
University of Phoenix

The mission of the University of Phoenix is to educate working adults. To do that, University of Phoenix provides educational opportunities at times, in places, and via modalities that people with full time jobs can access. Delivery modes include traditional classroom instruction through our large network of campuses throughout North America; the Online Campus which serves more than 140,000 students; and FlexNet®, a blend of classroom and online instruction, which is attracting a growing number of students.

Educating in the virtual classroom has long been an intrinsic part of the culture at University of Phoenix, a pioneer in online education. One result is that systems and processes designed to serve distributed student populations are second nature.

The University's faculty has created an Academic Vision to which we hold ourselves accountable in every course, program, and campus by answering these questions:

1. Do our students know what they should know?
2. Can they do what they should be able to do?
3. Are they developing values appropriate to their professions?
4. Are they better able to achieve their life and career goals?
5. How do we know they know?

We are able to monitor the Academic Vision closely in the virtual classroom. The very nature of the venue provides a verbatim archive of course assessments, class discussions, student questions, and faculty feedback. Class visits can and do occur at any time—even in retrospect if need be—and the reviewer gets a complete picture. Student learning is also measured through the Comprehensive Outcomes Cognitive Assessment program. Program Maps outline domains and competencies required for successful completion of each program.

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forward

... From the Editors

A letter from the editors of the *Sloan-C View*

This issue gives perspectives on business models for online education:

- In "University of Phoenix: A Pioneer in Online Education," **Craig Swenson** and **Donna Myer** describe UOP's academic vision for every course, program and campus.
- In [Lessons from the Edge](#), **Gary Berg**, Director of Extended Education at California State University Channel Islands, shares insights reported at length in his book of the same name.
- In "Training and Mentoring: Redefining the Online Instructor," **Kathleen Ives**, Sloan-C Events Coordinator, describes UOP's approach to faculty/learner relationships as *client* relationships.
- "Identifying Successful Business Strategies for Distance Learning," by **Christine Geith** of MSU, **Steve Schiffman** of the Franklin W. Olin College of Engineering, and **Karen Vignare** of the Rochester Institute of Technology identify knowledge gaps about business models and strategies. Help create an online workshop that's useful to you by answering a brief [survey](#).
- In "Hot off the Blog," **Ray Schroeder** of the University of Illinois at Springfield looks at news items about online for-profit initiatives at all levels of education.
- **Welcome to new and updated programs in the Sloan-C Catalog.** Why not submit your ALN programs so visitors to the Catalog can see what distinguishes your programs?
- In **Sloan-C Member News**, UMassOnline reports continuing growth, and [Quality Matters](#) receives the Maryland Distance Learning Association's distinguished program award for 2005.
- Upcoming online workshops are opportunities to learn and to network with colleagues worldwide. Join Sloan-C for the [Marketing Online Programs](#) — Start Date: July 20, 2005. [Sign up here to be notified of new events](#), and for more information, and to register, visit [Sloan-C Online Events](#).
- Time to plan your attendance at the [11th ALN Conference: The Power of Online Learning: Mobilizing to Expand Community](#), in Orlando, Florida, November 17–19, 2005. Remember, [premium members](#) receive discounts on conference attendance.
- Annual awards will be conferred at the Conference. For information about award nominations and applications, please visit <http://www.sloan-c.org/aboutus/awards.asp>.
- Read about 2004 awards in the June issue of [JALN](#).

For a wealth of useful information, please visit the Sloan-C [free resources](#) page. And, to contribute in kind, please share your effective practices with the higher education online community in the Sloan-C [effective practices](#) collection.

Welcome new and updated programs to the Sloan-C Catalog

[East Carolina University](#)

- * [Hospitality Management](#)
- * [Information and Computer Technology](#)

[Florida State University](#)

- * [The Master of Science in Emotional Handicaps/Learning Disabilities](#)

[University of Massachusetts Lowell](#)

- * [Certificate in Contemporary Communications](#)
- * [Certificate in Domestic Violence Prevention - Graduate Level](#)
- * [Certificate in Forensic Criminology - Graduate Level](#)
- * [Certificate in Paralegal Studies - Undergraduate Level](#)
- * [Master's Degree in Reading and Language](#)

[University of Phoenix](#)

Please see listing on [page 3](#)

[Seton Hall University](#)

- * [MA Strategic Communication & Leadership](#)

[University of Wisconsin - Madison](#)

- * [Collaborative Nursing Program](#)
- * [Master of Engineering in Engine Systems](#)
- * [Master of Engineering in Professional Practice](#)

We look forward to hearing from you and to seeing you online,

... for the Sloan Consortium
Frank Mayadas, John Bourne and Janet Moore

The purpose of the Sloan Consortium (Sloan-C) is to help learning organizations continually improve the quality, scale, and breadth of their online programs according to their own distinctive missions, so that education will become a part of everyday life, accessible and affordable for anyone, anywhere, at any time, in a wide variety of disciplines.

You are welcome to join Sloan-C:
<http://www.sloan-c.org>

University of Phoenix: A Pioneer (continued from cover page)

The curriculum design process is centrally managed. Each college develops a Master Curriculum Agenda annually. This agenda is the product of intelligence gathering from student and faculty End-of-Course Surveys, campus content meetings, and industry surveys. Curriculum outlines are created by teams of experienced core and practitioner faculty members, instructional designers, and academic administrative staff.

Creating and preserving an environment of academic excellence in a rapidly-growing institution in the face of an equally challenging external environment requires significant investments of human and financial resources. Rapid growth, particularly at the Online Campus, has been demanding, but not unmanageable. An institutional commitment to stay ahead of system requirements, maintain academic rigor, and continue to provide excellent student services is critical for the health of the institution, but more importantly of the students.

Student success workshops, student orientations, learning goal seminars, and online tutorials translate well from the traditional classroom to the virtual. The Online Campus constantly reviews processes to ensure students do not get lost in the system. Students receive pre-enrollment training. For the first ten courses, each Online student receives communiqués from an advisor. Recent research on effective student time management resulted in the Online Campus changing the "school week" from Thursday to Wednesday to Tuesday to Monday. This will allow students to make better use of weekends. Student persistence and retention is paramount and drives change at the Online Campus.

The U.S. Department of Education estimates that by 2008, 60% of all college and university enrollees will be between the ages of 18–24. Of this group, at least 75% will be non-traditional students. Online and blended delivery education will continue to grow exponentially to meet their needs.

Programs in the Sloan-C Catalog

- * [Associate of Arts in General Studies](#)
- * [BS in Business - E-Business](#)
- * [BS in Business/ Accounting](#)
- * [BS in Business/Administration](#)
- * [BS in Business/Finance](#)
- * [BS in Business/Information Systems](#)
- * [BS in Business/Management](#)
- * [BS in Business/Marketing](#)
- * [BS in Business/Public Administration](#)
- * [BS in Business/Retail Management](#)
- * [BS in Criminal Justice Administration](#)
- * [BS in Health Administration](#)
- * [BS in Information Technology](#)
- * [BS in Management](#)
- * [BS in Nursing](#)
- * [MS in Education](#)
- * [MA in Education Elementary Teacher Education](#)
- * [MA in Education Special Education](#)
- * [MA in Education with a Specialization in Administration and Supervision](#)
- * [MA Education with a Specialization in Curriculum and Instruction](#)
- * [MA in Education with a Specialization in Teacher Education for Secondary Licensure](#)
- * [MA in Education/Curriculum and Instruction - Computer Education](#)
- * [MA in Education/Curriculum and Instruction-Adult Education](#)
- * [Master of Business Administration](#)
- * [MBA - e-Business](#)
- * [MBA/Accounting](#)
- * [MBA/Global Management](#)
- * [MBA/Health Care Management](#)
- * [MBA/Human Resources Management](#)
- * [MBA/Marketing](#)
- * [MBA/Public Administration](#)
- * [MBA/Technology Management](#)
- * [Master of Health Administration](#)
- * [Master of Information Systems](#)
- * [Master of Information Systems/Management](#)
- * [Master of Management](#)
- * [Master of Management/Human Resources Management](#)
- * [Master of Management/Public Administration](#)
- * [Master of Science in Nursing](#)
- * [Master of Science in Nursing - Integrative Health](#)
- * [Master of Science in Nursing/MBA Health Care Management](#)
- * [Master of Science in Nursing - Nursing/Health Care Education](#)
- * [Doctor of Business Administration](#)
- * [Doctor of Education in Educational Leadership](#)
- * [Doctor of Health Administration](#)
- * [Doctor of Management in Organizational Leadership](#)

For more information visit:

~ University of Phoenix Fact Book <http://www.phoenix.edu>

[/factbookweb/Fbk103-WEB.pdf](http://www.phoenix.edu/factbookweb/Fbk103-WEB.pdf)

University of Phoenix, Online Campus information page <http://online.phoenix.edu/>

~ University of Phoenix Media Relations

<http://www.phoenix.edu>

[/mediarelations/index.aspx](http://www.phoenix.edu/mediarelations/index.aspx)

Lessons from the Edge

An Interview with Gary Berg

Upon the publication of Gary Berg's *Lessons from the Edge: For-Profit and Nontraditional Higher Education in America*, we interviewed him and here are some excerpts:

Enrollments in for-profits are growing at high annual rates [1] [2]. In your view, what are the main reasons that growth in for-profits exceeds the rate of growth [3] in traditional outreach programs?

Critics of for-profits often point to marketing and aggressive recruitment tactics as reasons for their rapid growth. In so much as one takes a larger view of "marketing," meaning the totality of an educational product including pedagogical approach and curricula, I would agree with this argument. For-profits are meeting a need traditional institutions have not met in the past, or have met poorly.

Specifically, institutions such as the University of Phoenix concentrate on working adults who are first-generation college students, and have done a very good job in tailoring their program to the needs of this group. This means that the for-profits pay special attention to applied and professional curricula, intensive formats, convenient locations, and the use of distance learning technologies. The for-profits are sensitive to what they describe as the "affective" aspects of going to college, meaning the emotional and social issues that arise especially for adult learners. There is an appreciation that adult students have many barriers to entering into and completing a degree program including conflicting family responsibilities, lack of knowledge of the higher education process with such

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Lessons from the Edge, continued from [page 3](#)

practical things as financial aid and loan availability. On the emotional end, adult students have sometimes unfortunate earlier experiences in education that leads to low self-esteem and fear of the educational environment, and sometimes do not culturally fit in the traditional classroom. Leaders at the for-profits talk very directly about creating effective learning environments and designing pathways for students to be successful in attaining a degree. Traditional universities do meet some of these same needs, often through specific divisions, such as university extension. Additionally, some non-traditional non-profits (as I discuss in my book), also concentrate on meeting the needs of adult learners.

How is the success of the for-profits influencing change in higher education? For-profits are pushing traditional higher education by questioning bedrock beliefs and practices. The biggest change is what happened in the past 15 years when for-profits began aggressively going after regional accreditation. When proprietary institutions were satisfied to occupy the narrow vocational school market, the traditional institutions were pretty much unaffected. As the University of Phoenix and others began to apply for and receive regional accreditation, they pressured the traditional model. The change in the past few years with the rise of the assessment movement in higher education

Sloan-C Premium Membership

Sloan-C is the leading source of information for how to provide quality online education.

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- University System: \$416.50 per campus
- Community College: \$297 per campus

enabled for-profits to focus arguments about educational quality on demonstrable data points. Primary values in higher education such as seat time, full time faculty, and tenure were directly challenged by the for-profits. They have been successful in this challenge. For instance, look now how the Department of Education is recommending to Congress to lift the ban on financial aid for degree programs delivered over fifty percent online.

I sense a sea change coming in higher education about for-profits. It is hard to think of anything more universally despised in higher education than the for-profits. However, now leaders are beginning to say, "They are serving a particular group of students and are growing in popularity. Let's take a look and learn." As I mentioned in my book, when we began our study by asking experts in the field about innovative institutions to study they regularly pointed to the University of Phoenix and DeVry University. While it is unlikely that traditional institutions would completely adopt for-profit strategies, there are elements they might consider. I do sense a change in the atmosphere, somewhat like what has happened with attitudes towards distance learning. It used to be that you could get a pretty good argument going just by mentioning distance learning at a faculty senate meeting. Now at many universities distance learning is seamless—just another form of education.

What are the most important lessons not-for-profits can learn from for-profits? Three come to mind right away: attention to service, balancing revenue and academic interests, and targeting corporations. Many point to the "customer service" approach of the for-profits and describe this in negative terms. However, one really interesting thing to note is how attention to student needs has been particularly successful in serving first-generation and minority student populations. Generally, for-profit leaders do not talk about affirmative action or serving students from lower economic classes. Yet, they do statistically serve ethnic minority students disproportionately. Why? By paying particular and special attention to student needs.

Second, because it clearly is a danger for them, for-profits constantly talk about balancing the profit motive with student academic quality. Traditional institutions

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*Pricing for Premium Membership will increase \$25-50 depending on membership level for all registrations after July 1, 2005. Individual Premium Membership is also available, please visit the Sloan-C website.



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Executive Digest



Lessons from the Edge

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sometimes don't pay enough attention to their core mission and are drawn into revenue seeking ventures (athletics, corporate partnerships). Interestingly enough, by the end of the study I came to understand that the "for-profit" status wasn't really what made these institutions different—it was their non-traditional approach to higher education.

Third, for-profits have effectively targeted the corporate audience. They do this by involving the corporations from the start in the planning and delivery of the degree programs. The for-profits understood from the beginning that there is a great deal of money spent on education and training in corporate America, and that traditional institutions often fail to adequately serve this market. The for-profits have been successful in convincing corporate America that they can deliver an educational program which is an individual benefit to their employees, and improves the productivity of the company.

When for profits reach into the 18–23 year old market, what new challenges do they face? Conversely, what are the challenges for non-profits with adult learners? The 18–23 year old market is harder for for-profits because of the developmental stage of the students. However, for those students who are already jumping into full-time work, for-profits may be a good alternative. For-profits will have to adjust their pedagogical model to some extent, because they have often depended on life experience as part of the curriculum. In a business course, how do you talk about management issues when you've only just begun to work? On the other hand, non-profits traditionally have had trouble serving adult learners because of inflexibility and rigid practices.

The metaphor 'junkyard dogs' is in your book's discussion

of the culture and rhetoric of for-profits. Why? What are the gaps in higher education? What unconventional methods are for-profits using to address the gaps in higher ed? I used this term in the book because of the rebellious attitude toward traditional higher education many of the leaders of the for-profits display. They are aggressive and ready to take on any long-held belief with a counter argument. The clear gaps addressed by for-profits are those of the adult learners, particularly first-generation college students. I've described above many of the methods, but should add that for-profits are generally less expensive than independent non-profit institutions, and take less time for students to complete a degree. The for-profits offer a different place and way to learn. In terms of place, they utilize technology extensively in distance learning and mixed or blended delivery courses so students can learn from home or work. Additionally, they have convenient in-person classrooms often in business parks, with week night classes. In terms of pedagogical approach, they employ adult learning theory methods emphasizing learning teams, studying one subject at a time, and a facilitation role for faculty.

[1] Laureate: 62%, University of Phoenix: 52%; Education Management: 37%; CEC: 31%; Apollo Group: 30%—from <http://chronicle.com/prm/weekly/v50/i48/48a02601.htm> (subscription required)

[2] Eduventures estimates two-fifths of tuition revenues from fully online programs comes from for-profit institutions. Cited in **Blumenstyk, G.** (January 7, 2005). For-profit education: Online courses fuel growth. *The Chronicle of Higher Education* 51 (18): A11.

[3] <http://www.sloan-c.org/resources/survey.asp>. The expected average growth rate for online students for 2004 is 24.8%

Training and Mentoring: Redefining the Online Instructor

Kathleen Ives, Sloan-C Events Coordinator

For-profit institutions have changed the ways we define learners and instructors. A learner no longer is simply an individual enrolled in an educational institution, nor is an instructor solely an individual whose chosen occupation is teaching. The for-profit concepts of learner and instructor encompass the notion of *client*. In other words, the for-profit institutional goal lies not just in offering a product (curriculum) to learners meeting only the highest of standards. Recognizing the impact learning has on performance, for-profits also offer a product (continuous learning) to instructors enabling them to facilitate at equally high standards.

Now, more than ever, for-profits recognize the importance of instructors' contributions to the organizations' performance, in particular, the retention of that other 'valued' client: the student. To that end, institutions such as the University of Phoenix, for example, ensure the instructor (as client) possesses the best possible tools and resources.

At the University of Phoenix, a continuous learning model begins once an individual passes a rigorous selection process. The instructor-to-be must attend a four-week, mock online workshop as preparation for facilitating an online course. The workshop mirrors an actual class, and requires potential instructors to interact in the classroom in much the same way students interact.

Each week's curriculum builds on the prior week, and training includes an overview of grading policies, working with students who might not possess English as a primary language, designing syllabi, and preparing lectures. As part of the process, the individual evaluates an online course currently in progress, and provides constructive feedback on that course. The individual submits a *first* lecture and syllabus for the course s/he has been designated to teach.

After successful completion of the workshop, the University of Phoenix assigns a mentor (another faculty member) to work with the instructor in his/her first teaching assignment. The mentor reviews all the instructor's material in advance of the material being posted in the online classroom, including the syllabus and lectures. The mentor also reviews all graded papers and feedback offered to students. The mentor assesses the instructor upon completion of the course. Only if the instructor passes the assessment will the individual be invited to teach again.

The University of Phoenix does not stop providing services to the instructor/client at this juncture. After every five classes taught, a Faculty Specialist evaluates the instructor's syllabus, lectures, and graded papers, providing feedback on one of the "better" papers as well as one of the "worst" papers. This review may result in the instructor being required to attend other Faculty workshops, such as: APA, critical thinking, plagiarism, and/or evaluating student writing.

The combination of advances in instructional technology, a growing demand for instructors who are also knowledge professionals, as well as the pressure on non-profits to become financially self-sufficient has transformed higher education, as we once knew it. For-profits recognize the competition for their student/clients remains fierce. To better retain and service their student/clients, for-profits also treat their instructors as clients by providing a continuous learning environment designed to foster performance excellence. This powerful model serves as a key driver toward competitive competence in an online environment.



JALN Vol 9, Issue 2 — June 2005 Special Issue
by Sloan-C Awardees

New Issue!

Creating Authentic Learning Activities in Pharmaceutical Instrumental Analysis: Using the Integrated Laboratory Network for Remote Access to Scientific Instrumentation: *Devon Cancilla & Simon P. Albon*

Creating and Sustaining Effective ALNs: *Starr Roxanne Hiltz*
Effective Feedback to the Instructor from Online Homework: *Gerd Kortemeyer, Matthew Hall, Joyce Parker, Behrouz Minaei-Bidgoli, Guy Albertelli II, Wolfgang Bauer, and Edwin Kashy*

Supporting Online Adjunct Faculty: A Virtual Mentoring Program: *Maria Puzifferro-Schnitzer & Jeff Kissinger*
Do Online Students Dream of Electric Teachers? *Jason Scorza*
eArmyU: Expanding Education Access and Excellence to Highly Mobile Online Learners: *L. Dian Stoskopf & Amy Moorash*

SLOAN-C **The Eleventh Sloan-C International Conference on Asynchronous Learning Networks (ALN)** **The Power of Online Learning** Mobilizing to Expand Community

November 17 - 19, 2005 Rosen Centre Hotel Orlando, FL

Come celebrate the 11th year of our conference with us. It just keeps getting better! Distance learning is one of the most talked-about topics today in higher education and corporate training. Asynchronous learning is the fastest-growing approach to distance learning. This conference, which will provide the latest information on asynchronous learning programs, processes, packages, and protocols, is geared to both experienced professionals and interested newcomers to online learning who hail from a variety of work sectors, including higher education, continuing education, business, government, health care, professional associations, and nonprofit organizations. It is especially designed to meet the needs of:

- College-level faculty and administrators
- Instructional technology and media professionals
- Instructional designers
- Trainers in public- and private-sector organizations

www.aln.ucf.edu

Sloan Consortium 2005 Sloan-C Excellence in Teaching and Learning Awards CALL FOR NOMINATIONS

The Awards Selection Committee of the Sloan Consortium (Sloan-C) invites nominations for the Sloan-C 2005 Awards for outstanding contributions to the field of online learning. The 2005 awards will be presented during the Sloan-C Awards Banquet at the Eleventh Sloan-C International Conference on Asynchronous Learning Networks in Orlando, Florida, on November 17, 2005. Individual awards consist of a commemorative plaque and a check for \$2000; institutional awards consist of a commemorative plaque only. The award categories are:

Excellence in Online Teaching (Individual)
Most Outstanding Achievement in Online Learning (Individual)

Most Outstanding Online Teaching and Learning Program
Excellence in Faculty Development for Online Teaching
Excellence in Institution-Wide Online Teaching and Learning Programming

For PROCEDURAL INFORMATION and more information about past recipients of Sloan-C Awards, please visit <http://www.sloan-c.org/aboutus/awards.asp>. All nominations must be submitted by August 15, 2005. A submission form is at <http://www.sloan-c.org/aboutus/awards.asp>.

- Innovation—the practice is inventive or original
- Replicability—the practice can be implemented in a variety of learning environments
- Potential impact—the practice would advance the field if many adopted it
- Supporting documentation—the practice is supported with evidence of effectiveness
- Scope—the practice explains its relationship with other quality elements

More information about past recipients of Sloan-C Awards can be found at <http://www.sloan-c.org/aboutus/awards.asp>.

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- *Share knowledge about online learning continuously with other consortium members
- *Collaborate with members on initiatives to improve your online learning programs
- *List your programs (degree and certificate) in the Sloan-C member catalog
- *Receive yearly publications about the current trends in online learning
- *Advance the field of online education through Consortium activities

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Recognition: advertising, awards, affiliation with respected membership

How?

visit www.sloan-c.org to join

Sloan Consortium 2005 Sloan-C Most Outstanding Effective Practices Awards CALL FOR NOMINATIONS

The Sloan Consortium (Sloan-C) invites nominations for the Sloan-C 2005 Effective Practices Awards. The 2005 awards will be presented during the Sloan-C Awards Banquet at the Eleventh Sloan-C International Conference on Asynchronous Learning Networks in Orlando, Florida, on November 17, 2005. Awards will be given for the most outstanding effective practices which have been submitted to the Sloan-C Effective Practices web site.

PROCEDURAL INFORMATION

Nominees will be selected from effective practices which have been submitted to the Sloan-C Effective Practices site at <http://www.sloan-c.org/effective/index.asp> between September 1, 2004 and August 15, 2005.

Effective practice descriptions should include information in the relevant categories as indicated on the submission form. Recipients will be selected based on the following awards criteria:

Identifying Successful Business Strategies for Distance Learning

By Christine Geith, Steve Schiffman and Karen Vignare

Despite the rapid growth in the adoption of distance education, and asynchronous learning networks in particular, there is a dearth of detailed information on effective business models, business strategies and effective practices on which to build sustainable online education programs. What has been published on the business side of online education tends to focus on the costs and economic models, the growing for-profit sector, and new organizational approaches such as spin-offs and virtual university consortia. There are very few detailed, descriptive studies focused on the business models, strategies and effective practices of online education in U.S. degree-granting institutions.

With support from Sloan-C, we are launching a project to identify and document critical information for decision-making:

- Effective business models and strategies to initiate and expand distance learning programs.
- Insight on critical business issues surrounding distance learning such as marketing, student services, leadership and faculty training.
- Knowledge about the distance education marketplace investment in staff and resources and reasonable rates of return.

Discussions in a Sloan-C workshop on the Business Issues of Online Learning in early spring demonstrated a strong need for this information. Workshop participants also affirmed that issues such as marketing expenditures, program design strategies and faculty compensation are strongly impacted by the business context in which programs are developed and delivered. For example, an institution using online learning primarily for non-credit professional development programs has very different objectives, resource constraints, and levels of control over business factors than an institution focused on expanding access to its credit programs. Being able to apply successful models and strategies from other institutions requires knowledge of the similarities and differences in the organizational contexts. The authors aim to fill the gap by starting to identify the most common contextual variables that have an impact on business issues and creating categories useful for identifying peer institutions.

We are beginning by collecting some "quick" data to help us prepare for a workshop, to be offered through Sloan-C this fall, called "Identifying Successful Business Strategies for Online Learning." Information collected through this survey will help us formulate particular sessions of value to potential audience segments. In addition, the survey data itself will be analyzed and reported out. This survey will be followed by the development of a series of case studies that will be shared through the workshop.

To take the survey and sign up to be notified of further information on the Sloan-C workshop this fall, please go to <http://clipboard.rit.edu/takeSurvey.cfm?id=2LO2KW>.

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Christine Geith directs new online product development and creates new lines of business for Michigan State University. She is a founder and co-executive director of the Horticulture Gardening Institute. Prior to joining MSU, Chris was executive director of E-Learning at Rochester Institute of Technology where she was instrumental in launching one of the first online degree programs in the U.S. in 1991. An Arena Award recipient from the Center for Digital Education and senior associate of the TLT Group, Dr. Geith currently serves on the board of the National University Telecommunications Network and was formerly assessment editor for the *Technology Source* journal, board member of the New York State Center for Technology Skills Development, board member of the for-profit Global University Alliance, and founding board member of the Higher Education Knowledge and Technology Exchange. Chris holds an MBA from Rochester Institute of Technology and a Ph.D. in education administration, curriculum and instruction from the University of Nebraska-Lincoln.

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Stephen Schiffman has served in faculty and dean positions at Babson College since 1986. Under his leadership as Dean of the undergraduate program, Babson College received the 2002 Hesburgh Award for reinvention of undergraduate business education. Stephen's research interests include entrepreneurship and the business issues of online education. His previous experience includes positions at Digital Equipment Corporation, Colorado College and University of Colorado-Boulder. Dr. Schiffman holds an M.S. from MIT in management and a Ph.D. from Dartmouth College in mathematics.

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by Ray Schroeder

This month we are looking at online for-profit initiatives at all levels of education. We find that for-profit education online is not limited to higher education. In fact many of the for-profit online initiatives have come in charter schools. For-profits are also taking the lead in online law schools and other fields where online discipline area certification does not exist.

[Distance learning via Internet more popular in nation's high schools — MAYA SURYARAMAN, Knight Ridder Newspapers](#) — Amos Song, a junior at John F. Kennedy High School in Fremont, Calif., is taking advanced placement calculus. But neither his

teacher nor his fellow students are in Fremont. Instead Amos connects to them—in Massachusetts, Peru and elsewhere—via the Internet. "It's fun to get to know your classmates through the Web," said Amos, 15, who has gotten online help on his homework from a student in Virginia. Distance learning, a phenomenon already entrenched in colleges and universities, is now growing explosively in public schools.

[Road scholars — Tony Bizjak, Sacramento Bee Staff Writer](#) — Schools ignore a state law requiring driver education classes, and online options provide an easy alternative. Tens of thousands of California teens will turn to unregulated Internet courses this year for their first lesson on the rules of the road, attracted by a booming private industry that boasts a quick and easy route to a learner's driving

permit. No classroom. No teacher. And, a Bee investigation has found, no oversight or quality control.

[Bringing Law Schools Into The 21st Century — Werner George Patels, Blogger News Network](#) — ... California has a number of virtual law schools, which are recognized by the California bar, but not necessarily by the American Bar Association (ABA). Canada's bar associations also frown upon any non-traditional law-school program. England's law society, however, fully endorses such programs (e.g., University of London, Nottingham University) and, in fact, deems such graduates to be extremely valuable. In Australia, too, studying law through correspondence courses is an acceptable option.

[St. Leo Online Grads Finally See School — TBO Online](#) — Dora Arroyo, Candice Hughes and Mike Barlet are excited about seeing the Saint Leo University campus for the first time this weekend—when they graduate. The three are part of a growing number of students at Saint Leo and other colleges and universities who earn their bachelor's degrees not in the traditional classroom and library, but on the Internet. At Saint Leo, 157 of the 487 undergraduate degrees to be awarded today — nearly one in three — are going to students who pursued at least two years of college courses through the Center for Online Learning.

[The Maybe Logic Academy — Sue, Shitegeist Blather](#) — The 'Maybe Logic Academy' is an online learning centre and community. I came across this site on Robert Anton Wilson's website, and quickly jumped over to have a look... The Academy offers courses in the latest mind-bending theories for those who like to question their reality and perhaps broaden their perspectives on life. Students are offered the opportunity to blow their minds by learning from cutting edge authors and theorists.

You can always see the latest items, and find many more articles posted seven days a week at the [Online Learning Update blog](#). Until next time, I'll see you online! ~ray

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CALENDAR

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Date: Starts July 20, 2005 - designed to fit your schedule

Location: Online

URL: <http://www.sloan-c.org/info/06/vmarketing.asp>.

Please see our ad on [page 9](#).

U of Wisconsin - 21st Annual Conference on Distance Learning & Teaching

Date: August 3-5, 2005

Location: Madison, WI

URL: <http://www.uwex.edu/disted/conference/>

2005 themes include: course design strategies, innovative faculty support, using video elements, and embedding learning objects. Look for Sloan-C in the exhibit hall.

ALT-C 2005: Exploring the Frontiers of E-learning

Date: September 6-8, 2005

Location: Manchester, England

URL: <http://www.alt.ac.uk/altc2005/index.html>. Please see the website for

more detailed information.

SLOAN-C International Conference

Date: November 17-19, 2005

Location: Rosen Centre, Orlando, FL

URL: <http://www.sloan-c.org/info/06/valnconf.asp>

The 11th Sloan-C International Conference on Asynchronous Learning Networks (ALN): "The Power of Online Learning: Mobilizing to Expand Community."

ONLINE EDUCA BERLIN 2005

Date: November 30-December 2, 2005

Location: Berlin, Germany

URL: <http://www.online-educa.com>

For press release: <https://www.online-educa.com/pdf>

[/brandon_hall_keynote_04-2005_en.pdf](#)

After the tremendous success of the last event, preparations for ONLINE EDUCA BERLIN 2005 are in full swing. The organizers of the 11th International Conference on Technology Supported Learning and Training are delighted to announce that Dr. Brandon Hall, the internationally renowned independent e-learning expert, will be making a keynote presentation.